

I would open my lesson up with the map on the board and listen to what students say…I have lived \_\_\_\_\_, if they name any continents/oceans/countries, what does \_\_\_\_mean. This will show me what students know about maps and their family history. I would also use it daily as a visual tool for the students to place push pins, labeled with their name, on the location they and their family have lived.

<http://interactive.ancestry.com/2442/M-T0627-01367-00219/52280805?backurl=http%3a%2f%2fsearch.ancestry.com%2fcgi-bin%2fsse.dll%3frank%3d1%26new%3d1%26MSAV%3d0%26msT%3d1%26gss%3dangs-g%26gsfn%3dNorbert%26gsln%3dAckermann%26mswpn__ftp%3dKentucky%252c%2bUSA%26mswpn%3d20%26mswpn_PInfo%3d5-%257c0%257c1652393%257c0%257c2%257c3246%257c20%257c0%257c0%257c0%257c0%257c%26uidh%3dia3%26pcat%3dROOT_CATEGORY%26h%3d52280805%26db%3d1940usfedcen%26indiv%3d1%26ml_rpos%3d1&ssrc=&backlabel=ReturnRecord>

I would show my own family’s registration in the 1940 US census. Students will have a chance to look up their own family members to see their name on historical records. This will help students connect history to people they know and maybe consider where their name will appear in history.





Show both images and let the student s discuss what they would think it was like to travel by covered wagon or on a ship. Do they know which mode of transportation and the route that was used by their ancestors? I would also have the students compare and contrast the different transportation we have today with the two above.